

SB 405 District Application
Form G: Other Evidence-Based Programs as Approved



District Name: LYON COUNTY SCHOOL DISTRICT Date: 7/15/2015
District Contact: Frankie McCabe, Director of Special Services

Statutory Language: *"Provide other evidence-based programs and services that are approved by the Department and that are designed to meet the specific needs of pupils enrolled in the school who are limited English proficient."*

Description/Overview
(Include goals and objectives for students' knowledge, skills, and behavior):

The Lyon County School District is proposing to create three: English Language Acquisition Specialists (ELASs) positions to provide support for English Learners (ELs) attending kindergarten at Fernley Elementary (FES), Dayton Elementary (DES), and Yerington Elementary Schools (YES). The specialists will work exclusively with kindergarten EL students in their acquisition of the English language as it pertains to all content instruction. The ELAS will assist the GLAD trained kindergarten teacher in: 1) the direct teaching of English in the areas of speaking, listening, reading, and writing; and 2) ensure ELs succeed within the kindergarten curriculum in all content areas.

The ELAS's primary purpose in working with GLAD trained kindergarten teachers will be to incorporate the guiding principles of language development as a framework for assisting students and families. The ELAS's job responsibilities will be three-fold: 1) work directly with GLAD trained kindergarten teachers to develop units of instruction that ensure a sheltered delivery of core content as well as a specific and intense focus on the WIDA Kinder Proficiency Standards, 2) provide direct support to EL kindergarten students to re-teach core content, acquire academic language, and achieve proficiency in kindergarten curriculum; and 3) work directly with parents to build a bridge between their native language and the school environment. Parent support will be provided in a variety of ways, but will include a series of parent literacy activities. The ELAS will provide intense and on-going support relative to language acquisition embedded in core content instruction.

Specialists will be responsible for pre and post testing all kindergarten EL students using the W-APT, WIDA and Measures of Academic Progress (MAPs) for ELA and Math. Each specialist will participate on the school's kindergarten data team to monitor and review kindergarten EL student's progress in core content areas

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	<p>as compared to all kindergarten students at the school.</p> <p>The ELAS's work schedule will parallel the staff schedule relative to the number of school days worked and the length of school day. The ELAS will support students, parents, and GLAD trained kindergarten teachers for greater daily consistency and intensity than what an ESL teacher is able to provide with a caseload of 60 students.</p> <p>Background</p> <p>FES, DES, and YES are Title I served schools housing the largest population of ELs in the district. ESL staffing at each site is approximately 60:1. The ESL program at each school offers pull-out and push-in services to meet the needs of the highly diverse EL population that attends each campus. Sheltered instruction and direct instruction are the primary instructional delivery systems implemented at each site. All three sites offer a pre-kindergarten program in which many of the students enrolled in the program come from homes in which Spanish is the primary language spoken.</p> <p>The implementation of full day kindergarten coupled with the increased rigor of the Common Core State Standards creates a greater need for ELs to achieve and maintain academic proficiency in the early grades. As much as possible, EL students will be clustered within kindergarten classrooms. Research suggests that a child's vocabulary in the primary grades is a predictor for academic achievement in the secondary setting (Caldron, Slavin, & Sanchez, 2011). In reviewing the school level data for YES, DES and FES, the largest school level EL population is concentrated in the primary grades. The majority of the EL students that enroll in the three schools are born in Lyon County. As such, they typically begin school with some language skills--with the majority of students exiting from the ESL program prior to leaving elementary school. Early and intense intervention not only reduces the readiness gap but also reduces the need for intervention in future grades.</p> <p>As a result, LCSD is proposing to utilize the state SB405 funds to provide intensive support during the kindergarten year as a means to assist ELs in achieving language and academic proficiency at an accelerated rate. Parent support is important for all children to success in school-</p>
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	<p>especially so for the culturally diverse EL student. Accordingly, state SB405 funds will be used to support a comprehensive parent training program.</p> <p>Goals:</p> <p>1) Increase and accelerate the attainment of language proficiency for EL students prior to exiting kindergarten as measured by the WIDA pre and post assessments (specific scores will be based upon the state's new designations – at that time benchmarks will be identified).</p> <p>2) Increase student proficiency in ELA and Math to a minimum of 50% (cut scores) as measured by Measures of Academics Performance, Spring 2016.</p> <p>3) Increase the academic proficiency levels (ELA and Math) of the EL students as evidence by a reduction in the achievement GAP by 15 percentage points.</p>																																																																																			
Location & School(s) Served:	Yerington Elementary School Fernley Elementary School Dayton Elementary School																																																																																			
Projected number of ELLs by age/grade: Minimum ELL student participation threshold is two-thirds.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Grade</th><th style="width: 30%;">Number of ELL Students</th><th style="width: 10%;"></th><th style="width: 30%;">Number of Non- ELL Students</th><th style="width: 10%;"></th></tr> </thead> <tbody> <tr><td>PreK</td><td></td><td></td><td></td><td></td></tr> <tr><td>K</td><td>40</td><td></td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Total</td><td>40</td><td>..%</td><td></td><td>..%</td></tr> </tbody> </table>				Grade	Number of ELL Students		Number of Non- ELL Students		PreK					K	40				1					2					3					4					5					6					7					8					9					10					11					12					Total	40	..%		..%
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Personnel and certification:	(List certifications: TESL, ECE certified, be specific.) 3 teachers certified to teach kindergarten in NV who hold a NV TESL endorsement																																																																																			
Student participation selection process:	Kindergarten students attending YES, DES and FES that are identified as EL at any point during the school year.																																																																																			

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Start and end date:	Start: August 18, 2015 End: May 31, 2016
Daily session time(s):	Services to students will be provided consistent with the school day, based upon a schedule that will be developed for specific times once school begins and the EL students are assigned a GLAD trained kindergarten teacher.
Days of the week:	Monday through Friday
Assessment(s):	Language Assessment: WIDA pre/post; W-Apt pre/post Academic Assessments, Measures of Academic Achievement Tests (MAPs). We also collect additional academic data (DRA, Letter ID, High Frequency Words). See attached data template. A control Kinder ESL program will be identified for comparison purposes (e.g., Sutro Elementary)
Parental Engagement:	(Possible activities in which parents will participate.) Please see description above of how the ELAS will engage parents to increase direct involvement in their child's educational program. LCSD will conduct parent surveys/interviews (pre/post) to determine the amount of time daily parents spent supporting their child's school success. The purpose of the survey is to determine if the amount of time or the quality of time parents spend with their child has increased and improved as a result of the parent engagement activities offered by the school.

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Curriculum (Include rationale):	<p>Students: Students will receive instruction in the district's curriculum that implements the Common Core State Standards. Teachers will be provided GLAD training as a means to reinforce the sheltered instructional methodology employed by the district to support ELs in the general education classroom. The REACH series will be used as the supplemental curriculum to focus on language and cultural needs.</p> <p>Parents: Spanish/English children's books will be used as the primary curriculum for parent training and for increasing parent involvement in their child's learning.</p>
Coordination with existing programs:	<p>The ELASs at each school will coordinate with the ESL teachers assigned to the school so that services are not duplicated. The ELAS will focus on the language and academic needs of the kindergarten students only. The training that will be provided to the kindergarten students' parents will be specific and focused on how parents can support their child in school, e.g., learning to read. There will be coordination with the school improvement teams as well as ELAS's attending data team meetings.</p>
Other as needed:	None
Program Report:	<p>Required under SB 405:</p> <p>(15)(a) Schools receiving allocations</p> <p>(15)(b) Allocations per school</p> <p>(15)(c) Description of this program</p> <p>(15)(d) Number of students participated in this program</p> <p>(15)(e) Average expenditure <u>per</u> child in this program</p> <p>(15)(f) Evaluation for the effectiveness of this program</p> <p style="padding-left: 40px;">Qualitative Data (i.e., Teacher Feedback, Observation Protocol)</p> <p style="padding-left: 40px;">Quantitative Data (i.e., WIDA-MODEL Pre-Post Scores)</p> <p>(15)(g) Recommendations for legislation to continue/expand effective programs</p> <p>(16)(a) 5/15/16—Report due to NDE (Activities up to 5/1/16)</p> <p>(16)(b) 1/15/17—Report due to NDE (Activities up to 12/30/16)</p> <p>▪</p>
<p>Program Evaluation (15)(f): Define the measures you will use and how you will collect, analyze, and report the data to provide evidence of meeting the program goals and objectives. Please be specific.</p> <ul style="list-style-type: none"> ▪ Qualitative Measures ▪ Quantitative Measures 	<p>Evaluation will be completed using the pre/post tests from the W-APT and MAPs to determine if growth targets identified in the goals were met. Growth analysis will be completed for each test given to determine if growth targets identified in the goals were met. To determine if these EL student's at FES, DES and YES have demonstrated accelerated growth in ELA, Math and language acquisition comparisons will be made with EL student data from a separate kindergarten ESL program in the district. LCSD will conduct parent surveys/interviews (pre/post) to determine if the amount of time or the quality of time parents spend with their child</p>

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	has increased and improved as a result of the parent engagement activities offered by the school.
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All Districts need to fill this section out.

ASSURANCES

Upon approval of this proposal, LYON COUNTY SCHOOL DISTRICT makes the following assurances:
(Name of Fiscal Authorized Agent)

- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in SB 405.
- Each district and the Nevada State Public Charter School Authority receiving these funds must provide written reports and program evaluations as required in SB 405.
- A homeless child will be enrolled in his/her "school of origin" or the school in which the child was last enrolled. A homeless child shall immediately enroll in school, even if the child lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The enrolling school must refer the parent/guardian of a homeless child to the school district homeless liaison, who shall help obtain necessary immunizations or immunization or medical records. Any record ordinarily kept by the school of each homeless child must be maintained so that the records are available.
- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- Funds received under this application will not be used to supplant existing financial support for current programs administered by applicant or collaborating entities. If blended funding streams are used to support the program, the amount of these funds and what they are supporting must be clearly described.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item.
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per Diem, mileage, and lodging payment are allowable only at State-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through these funds shall be maintained and made available upon request.

Print or Type Name and Title:

Frankie McCabe, Director of Special Services

Frankie McCabe, Director
Signature

7/15/15
Date

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McCabe, Frankie

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Spending Plan

Lyon County SD (10) Public District - Lyon County - 2016 - SB 405 Zoom EL Funding - Rev 0 - SB 405 Zoom EL Funding

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Show Unbudgeted Categories

	Purpose Code	1000 Instruction	Total
Object Code			
Salaries			
100		210,000.00	210,000.00
Retirement Fringe Benefits			
200		63,000.00	63,000.00
Books and Periodicals			
640		73,187.00	73,187.00
Total		346,187.00	346,187.00
		Adjusted Allocation	346,187.00
		Remaining	0.00

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APPENDIX A: BUDGET/EXPENDITURE SUMMARY

The following budget forms can be located on the Nevada Department of Education website: <http://nde.doe.nv.gov/FiscalServices.htm>. Please note that column B, Supplemental Schedule, should **explain each item in specific terms**. All items must be named, directly related, and necessary to the operation of the program.

State or Federal Budget Expenditure Summary

Agency:	LYON COUNTY SCHOOL DISTRICT	Project Number:	
Project Name:	SB405	Fiscal Year:	2015-16
Check One:	BUDGET: <input checked="" type="checkbox"/> BUDGET AMENDMENT: <input type="checkbox"/> FINAL REPORT: <input type="checkbox"/>		

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	\$ 210,000		\$ 210,000
200	Benefits	\$63,000		\$63,000
300	Purchased Professional/Technical Services			
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500	\$273,000		\$273,000
600	610 General Supplies (exclude 612)			
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)	\$73,187		
	641 Textbooks			
	650 Supplies - Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600	\$73,187		\$73,187
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Other (820, 830)			
	Total 800			
Subtotal 100 – 600 & 800		\$346,187		\$346,187
** Approved Indirect Cost Rate: _____ %				
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL				\$346,187

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature of Authorized Agency Representative

Date

Department of Education Use Only	
Initial	Date Approved